JOURNAL OF EDUCATION

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Faith, Vision, Courage

Are the Keynotes of this

ANNUAL SUMMER NUMBER

Tomorrow's Demands on Education ROGER W. BABSON

What Dividends Are Schools Deriving from Adversity?
A SYMPOSIUM by the Superintendents of Schools in ATLANTA, PHILADELPHIA, DENVER, INDIANAPOLIS, SEATTLE, MONTCLAIR, SACRAMENTO, NORWALK, WORCESTER, MILWAUKEE and GREENSBORO

The Present a Challenge to Loyalty HON. WILLIAM JOHN COOPER

Keeping Down with the Joneses CHARLES J. DALTHORP

This Is a Summer School Year ROY M. PETERSON

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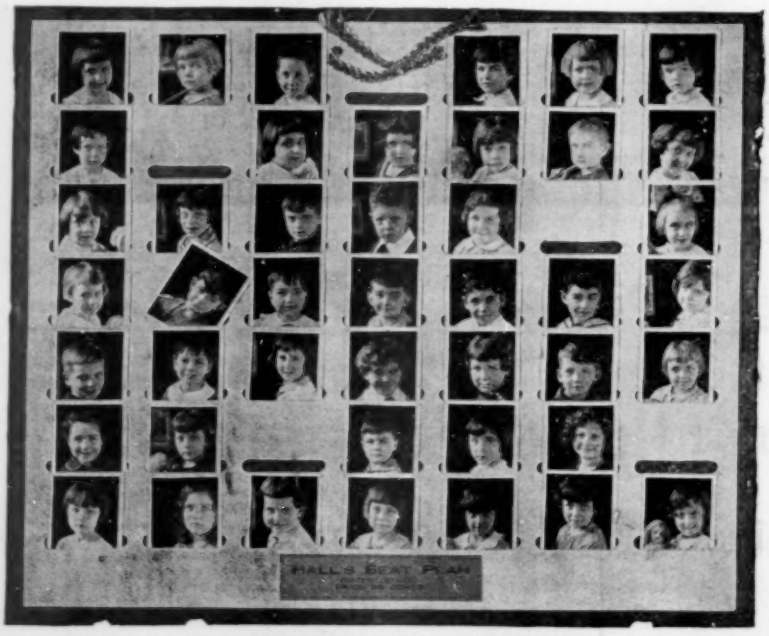

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Heads Up!

Some of our readers may already possess an abundance of *Faith, Vision and Courage.* Yet it frequently helps to exchange experiences and viewpoints on particularly important matters. And this matter of making headway against strong currents of everyday thought and sentiment is sufficiently important to merit attention.

•

Roger W. Babson, celebrated financial satistician and economist, contributes an invigorating message — "Tomorrow's Demands on Education" — in which he embodies reasonable optimism about conditions in general.

•

If there was any risk in asking a dozen or so of representative City Superintendents to answer the question "What are the benefits of the present adversity?" the Editors took that risk boldly; with the result that every one of these Superintendents sent a courageous, constructive reply. Make your own analysis of the articles in this Symposium, if you would get most profit from it.

•

Of course you will be interested in what Commissioner Cooper writes from his federal watchtower: The Present a Challenge to Loyalty.

•

After a long spell of "keeping up with the Joneses," a great many school districts are now "keeping down" with those same fashion-setting neighbors. This sort of thing makes depression worse depressed. Read "Keeping Down with the Joneses," page 427. Then do as you please, or as circumstances permit, in school budget making.

•

Will 1932 be a "Summer School Year"? Roy M. Peterson of the University of Maine states cogently why he believes it will be.

•

Who better than Miss Agnes Samuelson, State Commissioner of Iowa, can pay deserved tribute to "The Unknown Teacher"? Miss Samuelson's words are heartening to all who engage in school work.

THE PUBLISHERS.

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"Unique in technique and fascinating in presentation . . . the ace of world histories to date." Aileen B. Eberth, Libbey High School, Toledo, Ohio.

"Professor Pahlow has done a unique and most worthwhile piece of work. The whole liberal and tolerant tone of the book pleases me more than I can say." Carl Wittke, Department of History, Ohio State University.

"It certainly is a departure in history writing that ought to be tremendously appealing to the young student." H. M. Wessel, Cheltenham Township High School, Elkins Park, Pa.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

New School Opportunities

SCHOOL opportunities and teacher responsibilities are vastly greater than ever before. There is much to be learned by children, youth and adults that no one knew three years ago. In this respect there has been similar increase in responsibility of teachers.

The schools are indispensable to vastly more persons today than in the past.

There is no occupation, trade, or profession in which success does not require familiarity with the revelations and discoveries of modern science; the inventions, creations, and improvements in the industries. All of this magnifies the responsibilities as well as the opportunities of teachers.

Schools and teachers can no longer confine their activities to school plants or to the use of school books.

Homes and the neighborhood must be the school plant of every teacher.

There is no deflation in education. There is no depression in the opportunities of schools or in the responsibilities of teachers.

• • •

A Congressional Candidate

MRS. EDITH McCLURE PATERSON of the City Board of Education, Dayton, Ohio, has been nominated as candidate for Congress.

Mrs. Paterson has been the efficient champion of all good things in education in city, county, state, and nation. It was a deserved compliment to her ability, devotion, and personality that she won the nomination, and it will signify much to Ohio and to Washington if she wins in the November election.

• • •

Ulysses Grant Wheeler

THE retirement of Ulysses Grant Wheeler as superintendent of Newton at seventy years of age has special interest for me. I was a teacher in Newton when Mr. Wheeler was three years old.

In the two-and-a-half years that I taught in Newton, four of the principals were elected to positions in Boston schools, and were Boston masters as long as they lived. That was an unprecedented record.

Newton has always made a famous record.

No testimonial to the professional achievement of Superintendent Wheeler can surpass the fact that for eighteen years Newton schools have not only maintained their record but have surpassed its attainment each year. In the past eighteen years the pupil enrollment has increased from 8,117 to 12,112, and the teachers and other employees have increased from 336 to 570, and appropriations from $382,819 to $1,419,281.

In these eighteen years ten school buildings have been erected and all school buildings are now modern in every respect. During the last fourteen years Newton has developed one of the most outstanding health education programs to be found in any part of the country.

There is nothing in the science or philosophy of education that has not been appreciated and appropriated by the schools of Newton under Mr. Wheeler's leadership.

The career of Ulysses Grant Wheeler has been as remarkable as anything in the school system of Newton.

• • •

Louisiana Recognizes Merit

NOWHERE in the New World has an equal area and population made as much national and international history, racial, religious, biographical and geographical, as have New Orleans and Louisiana.

The present decade is giving the land of Evangeline opportunities and responsibilities in education that are making the state superintendent, Thomas H. Harris, famous personally and professionally.

Mr. Harris has entered upon his sixth four-year term with a triumphant election. He had more than 100,000 adult illiterates of all colors—brown, black, yellow, and white—of all creeds and castes, learn to read, write, and cipher. His banner bore the slogan, "Learn to read to earn and then earn to learn." This was the first time, so far as we know, that all teaching of illiterates was in classes organized by teachers and taught by teachers of public, private and parochial schools, at legislative expense.

It is the only time, so far as we know, that in any state, all children, regardless of creed and caste, race or language, the mother's religion or the father's politics, have had the same qualified teachers, the same school books, the same supplies of all kinds.

Never has any other state superintendent insisted

upon legislative appropriations for everything in education for everybody that anybody else had.

Mr. Harris himself suggested and carried through the provision of a fund of one or two million dollars as an equalization fund, to take care of the schools of those parishes which were too poor to hold nine months' sessions even after voting the full constitutional limit of local taxation.

When the votes were counted Thomas H. Harris had a clear majority over both rival candidates.

As a personal friend of Mr. Harris before his first election and through all his years of service, I have great faith in the faith of the people in education.

• • •

Paul W. Horn Dies

DR. PAUL WHITFIELD HORN, president of Texas Technological College, Lubbock, died suddenly at sixty-two years of age.

In seven years Dr. Horn had created a faculty of 133 highly efficient and scholarly persons, and there was only one change in the faculty in the president's lifetime. That was caused by the recent death of one of the first appointees.

In seven years, with no initial students inherited from any institution, Texas Technological College has a vital enrollment of more than 2,500, and is one of the large colleges in the state.

No other Texas educator had been on the school faculties of so many states in so long a range of time as had Dr. Horn, from Boston University to almost every state on the Pacific Coast.

Dr. Horn had been identified with the schools of the state for more than a third of a century when he accepted the presidency of Technological College which he was to create. One half of that time he had been superintendent of the schools of Houston, one of the most important school systems of the state.

There are few educational leaders whom I have appreciated, personally and professionally, in the twentieth century, more than I appreciated Dr. Paul W. Horn.

• • •

Kersey and Upjohn

LONG BEACH, California, had enjoyed the luxury of one of America's ablest city superintendents, W. L. Stephens, for many years, and when he insisted upon retiring the city board of education went to the top and elected Vierling Kersey, state superintendent, and he accepted at a salary twice as great as the state pays.

The entire state protested. There were several liabilities of a calamitous situation in the state if Dr. Kersey left the official leadership at this time, and despite the financial sacrifice there was nothing for him to do but to insist upon withdrawing his acceptance.

There was only one thing for the school board of Long Beach to do. There was only one man whose official rank and personality could meet the situation, and H. S. Upjohn, superintendent of Los Angeles county, was promptly elected. From every professional standpoint the Los Angeles position ranks with the state superintendency, and Mr. Upjohn's success has been phenomenal.

• • •

The Hammond "Dynamo"

THE George Rogers Clark School of Hammond, Indiana, published the best "Bicentennial" book that we have seen this year.

We have been interested in the schools of Hammond for more than a quarter of a century, and we have always been interested in the originality and scholastic attainment which is represented by school activities.

Superintendent L. L. Caldwell has a notable record in professional and community achievement, escaping tragic experiences which have often disturbed his neighbors.

• • •

Illiteracy in Cities

THE census of 1930 reports on the illiteracy in the 93 cities of more than 100,000 population.

Long Beach, California, and Peoria, Illinois, each has only half of 1 per cent. illiterates.

Twelve of these cities have fewer than 1 per cent illiterates. Fifty cities have fewer than 3 per cent. illiterates.

Only four cities of the 93 cities have more than 7 per cent. illiterates.

Only eight of these cities on the Atlantic coast and Gulf states have as many as 3 per cent. of illiterates.

The last five years have seen remarkable reduction in illiteracy.

• • •

An Educational Candidate

James G. Harris of Medford, Massachusetts, prominent in educational circles, who was a member of the Governor's Council in the administrations of Samuel W. McCall and Calvin Coolidge, is a candidate for the Council this year.

In Massachusetts the Governor's Council is one of the most important non-political positions, and Mr. Harris rendered distinct service, which was highly appreciated by Governors McCall and Coolidge, as well as by his associates in the Council. It is highly important that members of the Council at this time should have had adequate experience and public confidence, both of which requirements Mr. Harris has attained.

Timely Topics

These Stepping Stones

GOD is in his heaven. Yes—and all the forces in the Universe are on the side of this conscious evolution in which educators are engaged.

Progress may be hindered and momentarily halted. But the work of human development must and will go on.

All the advancement mankind has made, so far, has been made in the face of difficulties. Prosperity spells ease; and ease has never provoked industry, resourcefulness or grit.

Obstacles have always become stepping stones to human betterment. Nor is there any reason to suppose the obstacles which confront human beings today will be otherwise.

Shall present conditions breed only discouragement? Or shall they be taken as a challenge?

Adversity throws down its gauntlet at your feet.

• • •

Illiteracy Ratios

ILLITERACY ratings of the ninety-three cities of the United States having upwards of 100,000 population have been made public by the National Advisory Committee on Illiteracy. Occasional publication of such lists presumably has salutary effects in stimulating communities to improve their positions.

Long Beach, California, and Peoria, Illinois, are to be congratulated upon having the least illiteracy of any cities in their class in the nation. These two cities are tied for the place of honor, with one-half of one per cent. of illiterates in each.

Two Massachusetts cities, New Bedford and Fall River, are at the bottom rounds of the literacy ladder, with 8.8 and 10.2 per cent. of illiteracy in their respective populations.

It is easy to see how some cities, through the nature of their industries and a corresponding influx of immigrants, have come to have relatively high illiteracy ratios. The same conditions have in certain cases produced a degree of municipal poverty which hampers education.

Reduction of illiteracy is a thing devoutly to be wished and continuously to be striven for. There is a technique of accomplishing it which some communities have learned and some have not. Illiterate adults cannot be coaxed to the study of primers written for infants. Such illiterates are not necessarily morons. Many of them have matured and capable minds, and can be convinced rather readily that the mastery of reading and writing would be worth the effort.

An illiteracy ratio reduced to the vanishing point should be the goal of every state and every town and city.

• • •

Keep Your Public Posted

PLENTY of well considered publicity for the schools is one of the needs of this present hour. The people are beginning to think about their schools, now that economy is uppermost in the minds of taxpayers. Unhappily a large part of the thinking done by citizens about their system of public education is based upon too little information.

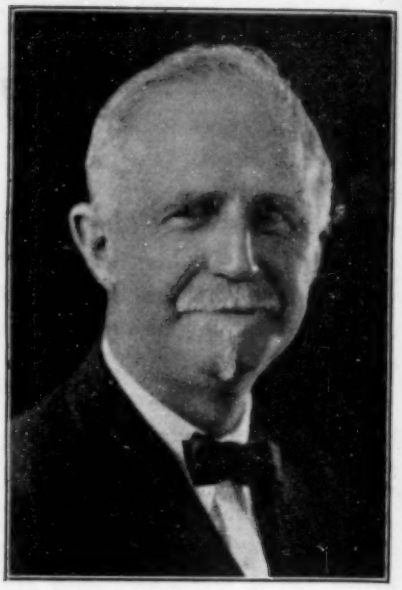
One of the points frequently stressed by the fault-finding citizen is the great increase which has taken place in the per pupil cost of instruction. He overlooks the fact that the swelling of enrollments has been most marked in the secondary schools, where courses in wide variety, many of them requiring expensive equipment, have been provided to meet popular demands.

At a time when money came easily, school authorities may have spent more freely than they would wish to spend now. But the question is—what have they added to the schools which, in the light (or shadow) of today, can be dispensed with? Critics can talk of frills and fads. But they might be hard put to it to name specific luxuries which are not virtually necessities if reasonably equal educational opportunities are to be offered to all the children of all the people, in any given community.

A public fully informed about the schools will make sacrifices to support them adequately. A public that has only fragmentary facts will fill in the gaps with conjectures that can only be injurious. School administrators must keep their public convinced, by sound reasoning, that the schools are conducted without waste.

Anson W. Belding

"YOU OWE IT TO YOUR PROFESSION TO STAND FAST FOR THE ESSENTIALS."



Tomorrow's Demands on Education

By ROGER W. BABSON

BE sensible! I desire to assure readers of the JOURNAL that no logical reasons exist for the extreme current pessimism. People are just as crazy in collapsing today as they were crazy in rioting three years ago. Then we were living in a "Fool's Paradise," today we are living in a "Fool's Purgatory"; but both the boom of 1929 and the slump of 1932 are temporary! As a matter of fact the worst of the depression is over, and the greatest opportunities now exist,—opportunities not alone for the investors, bankers, and business men, but for teachers.

Be sensible, therefore, in facing the professional problems which today confront you. Education is now suffering stress and strain like every profession and every industry. In times like these there is always the pressure of mob hysteria, crowding us to abandon sound principles and surrender to expediency and opportunism. You owe it to your profession to stand fast for the essentials.

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Several forces will be your allies in resisting popular clamor. In visualizing tomorrow's demands on education I foresee that the schools are going to find increasing resistance to throwing out the essential cultural courses and introducing the so-called "practical" courses.

This resistance will come from three sources:—

1. *Resistance from the teaching staff.* Teachers who have devoted years to developing themselves in essential cultural subjects will object to having these ousted and replaced by courses in boiler-making.

2. *Resistance from the taxpayers.* Taxpayers are thoroughly tired of putting up their money for anything they regard as another new frill. Taxpayers are long-suffering, but they can hit hard when finally aroused.

3. *Resistance from organized labor.* Organized labor, already overwhelmed by unemployment in the trades, does not want to see these markets further glutted by new crops of tradesmen produced by the schools.

But even if those three hurdles could be crossed, the basic question would still remain. Is the real purpose of life to produce goods or to develop manhood? In the last analysis is one happier and leading a fuller life by knowing more about foundry work, aircraft construction, building operations and electric wiring; or by realizing the wonders of astronomy, the beauties of botany, and the wealth of literature?

Every depression of the past has been marked by a revival of interest in the enduring values of life. Tomorrow's demands on education will strongly reflect this swing toward a truly higher standard of living. You teachers will be called upon by a generation less obsessed by horsepower and with a greater vision of spiritual power.

Best known as financial statistician and economist, Roger W. Babson is also a schoolman, sponsoring Babson Institute, in Wellesley Hills, Massachusetts, where ideals of stewardship and service are instilled into young men studying the management of wealth.

"How far can a man go into the woods?" Mr. Babson once asked, and then answered his own question (teacher-like): "Only half way. For after that he is on the way out." We are "on the way out" now, in the belief of Mr. Babson.

What Dividends Are the Schools Deriving from Adversity?

Superintendents in representative American cities from coast to coast were asked to point out the silver lining in existing clouds. Here are their answers — singularly varied, constructive and inspiring.

Better Social Planning

By WILLIS A. SUTTON
Atlanta, Georgia

SCHOOLS of the nation, like practically every other department of our life, had become just a little careless in their expenditures. The depression has given them time to think, to revamp their programs, to throw off any excretions that might not be necessary to the health of the school body. Some unnecessary positions have been abolished, a more careful planning in the use of our money has been attained, and a more thoughtful and studious application of our talents to seeing that every dollar is carefully expended, and that the public gets value received for all that is spent.

Above all, a restatement of our ideals and a consciousness that we must have social planning for the future have been the result of this adversity. Many schools as a result of this depression have deliberately set themselves to teaching doctrines of a social nature that they have never attempted before. The high schools and normal schools of the country are impressing upon the youth of this nation that the right kind of social planning must be observed so that there shall be no return of this type of depression. I think possibly this is the most valuable lesson that the schools have received from this period of adversity.

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Seven Possible Gains

By EDWIN C. BROOME
Philadelphia, Pennsylvania

THE old saying that "It is an ill wind that blows no good" would seem to apply now, as always. What the good will be is, at the present, a matter of conjecture; but we may perhaps hope for some of the following results:—

(1) In the future, those of us who are responsible for the education of children will be compelled to give a better accounting of our stewardship than we have in the past. We have taken too much for granted, and so has the community. This will be good for the community; it will improve our stewardship and will make us more alert and serviceable.

(2) Hereafter, we shall be compelled to study values even more carefully, and to assure ourselves that what we are offering to the children is the best possible preparation for useful and successful citizenship.

(3) Out of this condition will come an opportunity to reconsider some educational enterprises which have been hastily introduced because they seemed at the moment the thing to do, and to eliminate considerable dead-wood which has been held in place by tradition. By the same token, in the future we shall probably become more careful in introducing new and alluring features in the school system.

(4) Out of the need of enforced economy will doubtless develop greatly improved plans for budget making, of financing education, and of securing new and more reliable resources for the support of the schools than solely a tax on real property.

(5) Just as the emergency of the World War consolidated the American people and unified them as never before in a common purpose, probably educators in the common necessity of preserving the integrity of our schools, and in attempting to save the essentials, will be drawn together and unified

in a professional solidarity which has never before existed.

(6) Those wise and courageous leaders who may be fortunate in weathering the storm will come through stronger and more useful than they have ever been before, and will hold positions of higher public esteem than they have ever held.

(7) The strenuous pressure under which school people are forced to work today, and the demand for absolute devotion to the cause to which they have set their hearts and hands, will probably result in strengthening the faith of the better element in the profession, and in eliminating many of the faint-hearted, the opportunists, the disloyal, and the otherwise unworthy members of the profession who have never been an asset, and in these particular times are decidedly a liability.

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Must Prove Worth

By A. L. THRELKELD
Denver, Colorado

IF any great good is to come to the schools from this period of adversity, I think it will not be realized quickly. Most of what has happened in the cutting of school programs so far seems to me to be damaging. But there may be some fundamental values coming out of it in the course of time, if the crisis we now face gives a new direction to education for the future. If we are brought to relate education more directly to the problems of our new civilization, great good may eventually ensue. In my judgment, the crisis suggests that our schools must come to be regarded as superficial appendages upon the body politic unless teachers, and by teachers I mean all of us in the profession, earn and secure the standing of foremost students of social and economic problems. Were this to occur, courses of study and methods of teaching, pointed directly at successful living in the kind of civilization that the application of science to industry has brought about, would be implied. Then the schools would be recognized as being so vital to our civilization that reactions against them would have a real suicidal meaning. Incidentally, would it be too much to hope that by such an adjustment of education extreme depressions and extreme periods of inflation would be avoided? If some such result as this comes out of the depression, I think we can say that a real benefit has been derived from it. If this does not happen, then what good can be claimed for it, besides a few minor adjustments that have no fundamental bearing upon the course of events?

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Re-Appraisal of Values

By PAUL C. STETSON
Indianapolis, Indiana

THE schools have benefited from adversity in much the same way that individuals do. For many years the schools rode on the top crest of the wave of popularity. Nearly every citizen of any community had a good position or could get one easily; pay checks were prompt, large, and often increased; the stock market was booming; and prosperity seemed a permanent factor in American life. We envisioned a new era. We were told from press, pulpit forum, and by magazines that we were living in a new economic age in which recurring cycles of economic depression would be impossible. The schools shared in this general prosperity to an unusual degree. After long and arduous struggles salaries were raised to a decent level; bonds were voted for new buildings without stint; equipment was of the finest; and the schools became a symbol of the general prosperous condition of the American people.

Almost without warning this situation entirely changed. Today unemployment is general; pay checks are reduced with monotonous regularity; many teachers face decreases in salary or payless pay days; and this new era upon which we had counted so confidently has become merely a memory.

One lesson which we hope we have learned is this: That we have been following after the false gods of "things" in education and have forgotten that only the "imponderables" in education have supreme and permanent value. Swept along with the tide of materialism we placed the emphasis upon buildings and equipment, ignoring the fact that education is concerned primarily not with "things," but with spiritual values. We must shift the emphasis from "things" to "intangibles" if we are to build our educational structure upon solid rock.

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Greater Interest in Children

By WORTH McCLURE
Seattle, Washington

IN times of adversity we rediscover permanent values. Thus, a notable increase of interest in children and schools on the part of parents and the public has been an important compensation during the present period of readjustment.

American Education Week last November drew 53,000 persons to school meetings and exhibits in Seattle. This was 14,000 more than for the previous year, which in itself was a record.

Parent-education conferences conducted by the University of Washington and parent-education lectures provided by the Seattle public schools have had capacity attendances this year.

Parent-education study groups sponsored by the Seattle Council of Parent-Teacher Associations

have grown rapidly in number and attendance.

Joint effort by parents and teachers in the interests of children who are the helpless victims of economic maladjustment has been a unifying influence.

Out of all of these things has come increased understanding that means increased effectiveness in service.

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Five Distinct Benefits

By FRANK G. PICKELL

Montclair, New Jersey

THE schools have already suffered during the present crisis to such an extent that it will require a generation to recover from the effects. Inroads have been made upon the effectiveness of instruction, opportunities have been curtailed, and in many localities salaries have been reduced to the point where it is economically impossible to insist upon decent standards of professional training. Indeed, the schools have lost far more than they have been or will be benefited from the present financial crisis.

However, "it is an ill wind that blows no good." All has not been lost. I can think of five ways in which the schools have benefited from the adversity now upon us.

1. The present crisis has presented a new and genuine challenge to the leadership in public education. This leadership is now faced with the necessity of interpreting to the public more effectively than ever before the work of the schools. A more effective but less expensive organization will be one result. More skill will be used in making school budgets. There will be better supervision and administration. Of these things I have no doubt.

2. The present crisis has brought into bold relief the great extent of paternalism in the schools. We shall now have the opportunity to bring that paternalism to the forefront, and to decide on merit what does and does not belong to the school. Whatever the decision, it will result in a net gain for public education.

3. The present crisis brings into the foreground the defenceless plan of state school support in most states. It will now be necessary to argue on its merits the old practice of placing too great a burden on real and personal property for the support of what is acknowledged to be a state function.

4. The present crisis forces to the front the question of equalizing educational opportunity and also the tax burden. In many states we shall find that one direct benefit of the present crisis has been the reformation of the state support of education so that the tax burden shall rest more equitably on all citizens. Furthermore, no child will be deprived of his right to receive good schooling, even though he live in the most impoverished district.

5. This crisis has done more to awaken leaders in government and public-spirited citizens to the peril facing public schools than any other condition which has confronted our nation within the past fifty years. The first group to begin action in a crisis, such as the present one, is composed of those who see no solution save by drastic retrenchments. This crisis is rapidly bringing into action a second group composed of those who recognize and appreciate the fact that public education is our society's one safeguard, and that the efficiency of the schools must not be impaired. In the words of President Hoover, who is a typical spokesman for the latter group: "We must not lose ground in education. That is neither economy nor good government."

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Interval for Thought

By CHARLES C. HUGHES

Sacramento, California

AFTER years of experience as a teacher and superintendent I can recall no crisis where the attack on public school costs was as acute as at the present. The rapid changes in social and industrial conditions during the past two decades have tended to speed up the schools and add more and more to the teaching problem. New subjects must be taught, the compulsory age raised, everything must be free, better housing given, and teachers must be better paid. Society and industry has demanded a higher intelligence before a child begins his life work. The level of education has been rising rapidly.

Almost suddenly the world has been swept with a wave of depression. All productive institutions have suffered a reverse, and as suddenly people have awakened to the fact that the education of the youth of the country has become costly. People soon forget the demands they themselves made a few years back. They wanted their children to have everything, and each to have an opportunity according to his aptitude and ability.

However, I believe the schools will benefit from present adverse conditions. It will give us an opportunity to stand still for a short time and examine our school system, to cut off some of the rough edges, and get back to real functions of the schools—the training of our youth to meet life as it is. We will be able to place our departments on a more economical plan with a better philosophy on child training. We will be a bit slower in taking on new ventures in education until

we feel sure they are worthwhile and fit into the scheme for the best interests of the youth in our schools. We will have to make each dollar count for more because of a reduced income. Our task will not be an easy one because depression sends more children to school than when times are good. Education should be open to all, youth to old age, but it may be necessary to pay less attention to agencies and demands for school money for fields beyond school age for the time being at least.

The present attention drawn to the schools by our costs, which I fully believe are not excessive, when the great problem involved is considered, will undoubtedly make people more careful and legislatures more watchful in putting new education schemes into the law.

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Sounder Teaching

By JOHN LUND

Norwalk, Connecticut

IN the face of salary cuts, reductions in personnel, fresh assaults on all school procedures less than twenty-five years old, it is difficult to feel or see that adversity has brought anything but its usual brood of trial and tribulation in its wake. And yet here and there if we look up, we find a rift or two in the lowering skies.

For the first time in the history of the world we find the school teacher a subject of envy. He is not just being taken for granted. His position, his service, his pay, is now a subject for scrutiny and discussion. On how he behaves and stands up under the barrage will depend his standing a decade hence. I have faith that he will emerge a much more important and respected figure when the financial clouds are rolled away, and the sunlight of full appreciation again warms the earth.

He will emerge, I feel certain, more sure of himself, facing his task with fresh insight and greater courage, more alert to the meaning of his task, more critical of his operations, less interested in activity for activity's sake, more soundly professional, if you please.

This is essentially a period of deflation. Newer and sounder values will emerge. From this process education can and will profit. This is the challenge of the hour to school men and women. The evidence of their response is all around us. I have high faith that the operation will be a success, and that the patient will live on to greater and more glorious usefulness.

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Education Emphasized

By W. S. YOUNG

Worcester, Massachusetts

IN good times and bad the modern school system is under constant survey. In good times expansion and elaboration may be the objective, and in bad times forced contraction and elimination may be required. Whatever the goal, a constant examination should be the watchword. Know your school system! That is a great commandment.

The critic is awake. He is aware of conditions in our midst which disturb society. Naturally enough, in our materialistic state, these conditions centre around financial affairs. Again naturally enough, financial questions involve our school system. We are being questioned in our own house, sometimes by our neighbors and sometimes unfortunately by those under our roof.

This is not the time to put the soft pedal upon the needs of childhood. The sad disarray of our national affairs indicates that we need not less education but more. It may be that our study of the modern school system will point the way to a different arrangement of work with changed objectives, but it is inconceivable that it will show a need of lessened effort. The flood of suggestions, often useless and sometimes dangerous, which afflict those charged with responsibility of government indicates clearly enough that the call upon education is to train more thoroughly and more effectively in all those practices of citizenship demanded by a democracy. Not in machines but in men lies the solution of our national problems. In educational processes directed by the scientific spirit rests the training which will enable men to lead effectively and sanely. The opportunity before the public schools was never greater. The leaders of education must everywhere sound an advance. There must be no retreat.

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Sense of Oneness

By M. C. POTTER

Milwaukee, Wisconsin

ABOUT the only gain from our losses appears to be summed up in a new awareness of our indissoluble membership in the whole body of society. Finance and industry have also to learn that we are all members one of another. They are harvesters. We are fertilizers and harrowers. Much of the best of former crops must be painfully spared by them, and set aside for our non dividend paying uses, if their future crops are to increase. The greatest gain that can come to the schools from seven lean years is their dedication to a wider sympathy and service outside of classrooms.

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Better Product, Better Sold

By G. B. PHILLIPS

Greensboro, North Carolina

TODAY in the midst of the daily depression difficulties there are some very positive gains

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By Carleton Washburne

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for educational development. Out of the present situation has come a saner and more productive administrative practice. The educational system has been guilty of somewhat the same administrative mistakes made by great corporations and many governmental agencies. It must be realized that administration is only a means to an end, which end is child development. Conditions have brought about consolidation of departments and consolidation of school units which will mean very effective work at a more economical cost.

The challenge of changed conditions with more work and in some cases poorer working conditions has been met by the classroom teacher in a fine spirit. It appears that teachers have found greater physical, mental and spiritual reserve forces which they are drawing on to meet the emergencies. Persons react and develop under the urge of a difficult task. Teachers have been forced to analyze and evaluate what they have been doing.

One of the most worthwhile outcomes has been the absolute necessity placed upon the administrator, the supervisor, and the teacher to bring the schools to the public. It has forced all educational workers to begin to think of the product and of the most effective means of educating the public as to what type of product is being produced and under what conditions it is being made possible. The establishment of public relation departments and programs is almost a direct result of the demand for information of the right sort. When people know, they will act. Much lack of information and a considerable amount of wrong information has caused the schools to carry a very heavy burden.

From the standpoint of the public, the passing of much wealth and property quickly from the hands of individuals has placed a premium upon the right sort of education which cannot be wiped away with the rise and fall of economic conditions. It has been realized that, after all, the training and the development of the mind, the soul, and the body of an individual is the surest investment.

The experience through which the community has been passing has meant, locally, a more compact administrative organization, a more consecrated and a more diligent personnel, and a better informed citizenship, with all forces working for the avowed purpose of offering childhood its opportunity.

"We have been scaring ourselves paralyzed for the past two and a half years. What will we think of ourselves five years from now?"

—Patrick J. Hurley, Secretary of War

The Present a Challenge to Loyalty

By WILLIAM JOHN COOPER
United States Commissioner of Education

THESE are the days that try men's souls. With cuts in the budget before every tax levying body it is exceedingly hard to be loyal to the thing that we have always preached, yet we have maintained that our United States Government is the best government, and each of us believes the government of his state is fairly good. Today, however, is a time when we must stand by the governments as we have not stood for years. It is easy to be loyal when everything is going smoothly and we are prosperous. When trials and tribulations come in the form of budget cuts we must take them and make the best of them.

After all, did we not succeed in raising money for the schools and for teachers' salaries at a time when money was flowing rather freely? Now when the nation's business has been cut from something like ninety billions per year to approximately fifty or sixty billions per year we must expect to stand part of the loss.

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It will take some time for this loss to be felt equally over the entire population, but we are in a period of readjustment which is serious and far-reaching. There will be no complete recovery from the depression until it has been distributed. There must be water squeezed out where water was put in, in the stock speculation episode of 1929. It is unfortunate that the innocent must suffer with those who brought it on. This means loss for many people and in the face of loss it is hard to be loyal. There is an effort to change everything—blame the party in power, blame the Government, blame every one except one's self, and perhaps you are not to blame. In this period of depression and its outcomes public school men must be willing to take the lead. We must shoulder part of the loss. School boards everywhere seem to be reducing salaries. I read "5 per cent. to 10 per cent.," "8 1-3 per cent.," "10 per cent." and so on, in the recent actions of boards of education in our larger cities. And in these cuts I am pleased to note that nearly always there is a comment, "Superintendent —— took his pro-rata also."

In many families educational opportunities for a son or a daughter have had to be postponed. We have been able, it is true, to keep most of the undergraduates in college. Yet many of the colleges have been unable to collect all their tuition as a result, and they are in financial straits. Colleges have not yet, some perhaps, made the necessary cuts which will have to be made. In three or four years when the results of the depression have been pretty generally spread and things have picked up again there will be many families in which the old plans will be revived; families in which plans for educating children will have been changed.

There will be some attacks on the Government and these we must resist.

Today is a period of challenge to every public school teacher.

Insistently and bravely, Commissioner Cooper is championing the cause of childhood and youth, in a time when many citizens unthinkingly demand the curtailment of educational offerings which can ill be spared.

"Keeping Down With the Joneses"

By CHARLES J. DALTHORP
Superintendent, Aberdeen, South Dakota

THE present depression period has confronted boards of education in most localities in the nation with the problem of reducing expenditures for school purposes during the coming school year. In most instances boards have attacked the problem independently and have attempted to solve the problem in the manner which seemed most suitable to the community represented. In some instances departments have been eliminated, supervisors dispensed with, extra-curricular activities curtailed, teaching loads increased, maintenance and upkeep costs suspended, and, in many cases, the salaries of teachers reduced.

In a few localities which have not been affected by the depression, the continual publicity given to present economic conditions has created a depression complex which has caused boards to make reductions, even though local conditions have in no way warranted such action. There is an increasing tendency for boards of education to follow sectional and state trends of precedent and policy in determining the attitude to assume on educational changes. When building and school expansion programs become popular, boards of education on occasions plan programs to keep pace with a neighboring town or community, even though local conditions in no way justify similar action. Smaller centres have too often looked to the larger centres for precedent before pursuing a course of action. Especially during the past two years, boards representing the smaller school districts have kept an eagle eye on the actions of boards representing larger school districts in order to follow their changes of program and policy. If part of a music program is abandoned in the larger city, the same thing too often is done in the smaller centre, no matter how essential the particular work is to the smaller system. If salaries are reduced in the larger system, this gives ample justification for like action in the smaller system. A small town superintendent remarked recently: "If the larger cities would not reduce salaries and eliminate departments, it would make it much easier for those of us in the smaller places to hold our salaries and departments." Another superintendent listening in replied: "You mean, if the action taken in larger centres is followed in the small centre, it does not require so much explaining. The board in my town reduced salaries last year because it was necessary, and reduced again this year because it was being done in the larger places."

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Boards of education as a rule during the present crisis have been studying school budgets and finances conscientiously, but have finished their deliberations in as much of a quandary as to the proper course of action to pursue as before study. Seeking solace in their consternation, boards of education have banded together to study school problems as a group in an effort to arrive at some common course of action.

No matter how small a section of a state or of the nation is selected no common course of action can be determined that will fit all cities. Some communities demand a rich music program, some need much specific vocational training, others may demand a broad physical education program, while others may require high school work especially planned for college entrance. Even when limited sections of a state or nation are selected, a wide difference in economic conditions will be found to prevail. The taxable wealth, of course, governs the abilities of the different communities to pay for education. This factor should control the breadth of the educational program.

Despite these facts the larger cities in South Dakota recently held a meeting in a centrally located South Dakota city to determine common attitudes concerning educational expenditures and policies for next year. The following Associated Press report explains the result of the conference:—

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Huron, January 22—School teachers in South Dakota's larger cities are due for a general salary reduction this coming school year.

School officials from five of the state's largest municipalities meeting here yesterday at the call of the Huron school board adopted recommendations for an economy program deemed necessary because of increasing demands for lower school taxes.

Among proposals given the unanimous endorsement of the conference was one calling for an approximate 10 per cent. cut in the salary budgets for the 1932-33 school year. Cities represented were: Mitchell, Rapid City, Watertown, Yankton, and Huron.

The school officials, most of whom will start negotiations on next year's contracts during the next two months, agreed that due consideration should be given to men teachers who are married and have families.

Physical education and athletic programs should not receive an allowance of more than 2½ per cent. of the entire school budget, they decided.

The conference reached an agreement on a standard salary scale where grade school teachers with two years of experience and two years of normal training would receive a minimum salary of $1,000 and maximum of $1,500 after ten more years of teaching experience in the system.

The salaries for teachers with bachelor degrees and two years of experience would start at $1,300 with $1,800 as the maximum after ten more years of teaching experience in the system.

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South Dakota is primarily an agricultural state. Each agricultural state has felt the depression as much as or more than any industrial state due to the low prices paid for agricultural commodities. Where crop failures or partial crop failures have occurred, this condition has tended to intensify the problems of the agricultural states. Even in a state like South Dakota, which we call agricultural, we have a rich gold mining region in the western part of the state that is enjoying the highest peak of prosperity in the last decade. In the same section of the state, sugar companies have developed the sugar beet industry to the point where the returns on agricultural lands devoted to this crop are greater than in the past. The southern part of the state has one small manufacturing city with large packing industries which furnish a comparatively large amount of taxable property for the number of children to be served educationally. A portion of the southern part of the state had absolutely no farm crops due to the drouth and grasshopper menace. In the northern part of the state there was half a crop with ample late rainfall to provide sufficient feed for all livestock needs.

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In spite of these varying conditions, a common schedule of salaries was adopted for all cities represented. The inconsistency of such action seems obvious. Many of the cities have lowered their minimum salaries from one to two hundred dollars in each class, while the maximum salaries have been reduced from three to four hundred dollars. The schedule naturally had to be adjusted to meet the most devastated regions in the state, those least able to pay. Some centres better able to pay have adjusted their salaries to the lowest level, and, as a result, will attract teachers of the lowest salary calibre.

If boards are to form coalitions and unions to force teachers' salaries to the lowest possible limits regardless of the merit of the teachers and the abilities of the communities to pay, education has reached a sorry plight. If my neighbor owns an eight-cylinder car in the two thousand dollar class because he can afford it and desires high class transportation, while I am compelled to drive a four-cylinder car in the five hundred dollar class because that is the best I can afford, that is his affair and my affair. If my community wants eight-cylinder education and can afford it while my neighbor's community can afford only four-cylinder education, that is the other community's affair and my community's affair. If the other community is in such stringent financial straits that it must resort to four-cylinder education, it shall not limit my community to four-cylinder education if my community can afford better.

RICHARD WHITNEY, President, New York Stock Exchange, says:—

"The course of a great business depression is like the turn of an ocean tide. For slow, interminable hours the waters recede, and at length lie dead and without motion, as if they had permanently forsaken the shore. And yet, just when the waves have receded the furthest, and betray the least sense of motion or power, the ebb tide ceases, equilibrium is re-asserted, and imperceptibly the shoaling waters return.

"So, too, it is in business, with the alternate oscillations of supply and demand. Before the flood-tide of prosperity can return, invisible under-currents and the pull of unseen economic forces must exhaust themselves. These forces respond to laws vital to human existence. Like the tides, they are little subject to human control. If in our vanity we cannot or will not learn this lesson, if we still insist upon attempting to oppose futile obstacles to the inevitable course of events and to swim against their mighty currents, our folly will be upon our own heads.

"But meanwhile we may rest assured that the fundamental law of supply and demand was not suddenly abolished a few months ago. It is still working vigorously in our midst. It has compelled a major recession in prices, accompanied by business depression. But once this readjustment is completed, the same economic forces will operate in the same direction as our human hopes and aspirations, and will usher in more favorable conditions. It remains for us to heed the principle of supply and demand, to govern our actions in accordance with its dictates, and thereby to hasten the restoration of a prosperity based upon the sound and lasting foundation of natural law."

This Is a Summer School Year

By ROY M. PETERSON
University of Maine

WE are passing through a very trying period. Readjustments are going on which are bound in time to create a better foundation for our economic life.

Meanwhile, what is the outlook for the teacher? At present many teachers are feeling the effects of the current depression. Some have had their salaries reduced, others have failed to receive promised increases in compensation, others, still more unlucky, have been unable to collect the salaries actually earned. In these circumstances teachers may think that this is the time for unusual caution, for holding on to all cash reserves, and for giving up plans for professional growth.

A little reflection, however, will show the fallacy of any idea that interferes with the teacher's professional improvement. There are no signs that the American people are ready to accept a lower standard of living or to renounce their interest in educational progress. They will continue to stress the value of education and to pay a reasonable price for it. Furthermore, they will demand and receive the best available.

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Faced by present adverse conditions the wise teacher will increase her value and efficiency. Particularly will she use the summer vacation for this purpose so that her services will be more in demand by employers at a time when competition is keener and more teachers are applying for each vacant position than ever before.

That an over-supply of teachers and prospective teachers exists is a well-known fact. This makes it easy for any community to obtain competent instructors; on the other hand it makes it difficult for the unskilled, poorly prepared teacher to obtain a position on any terms. The very fact that fewer people are now needed in the business world makes the potential supply of teachers unusually great.

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School authorities, aware of this situation, have recently taken advantage of it to carry out plans which they were formerly unable to undertake because not enough thoroughly trained teachers were available. They have raised the standards and requirements all along the line, both city and state demanding, or preparing to demand, additional professional training. My own state, for example, has announced a whole new system of certification for those hereafter entering the teaching profession, and has increased the requirements for securing different kinds of certificates. By taking advantage of the summer school to increase their professional efficiency, teachers will make more certain their tenure of present positions and will be able to call attention to themselves for promotion.

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The teacher will go to a summer session also because nowhere else can she spend these weeks so profitably at so small an expense. This year, when economy is the watchword, she will perhaps not feel that she can afford to go away from home purely for a vacation, but when for a moderate price she can combine recreation with work that contributes to her personal advancement, she will think twice before neglecting the opportunity. Not attempting to do too much work at once lest she render it distasteful, she will allow time in her program for rest and recreation so that she may be better fitted for the strenuous life of the modern school with its many demands upon her time and energy. Here in New England such opportunities are abundant. If she works in a rural environment, the noise and confusion of the city may appeal to her as the most attractive place to continue her studies; if, on the contrary, she is confined to the city nine or ten months of the year, almost certainly she will do well to consider the advantages of the smaller community, especially if it is within easy distance of the mountains or seashore. Two teachers last year coming to our little village from a great industrial centre found, as they said, unbounded relief in getting away from an environment where they heard nothing day after day but talk about poor business conditions.

In short, teachers will attend summer school this year in unusual numbers because it will be to their best interests to do so. Directors, familiar with the situation, are preparing for a registration going beyond even that of last year. The teacher has a period of two or three months which she can use as she pleases. To spend a part of this time in a good educational institution will enable her to improve her mind, prepare herself for a better position, and secure at the same time a change of surroundings with the consequent advantages of such a change. It is a case of "killing several birds with one stone" and receiving for a minimum of outlay a maximum of value.

It's the Teacher That Counts

By AGNES SAMUELSON

Superintendent of Public Instruction, Iowa

WE may find words with which to express our admiration for the engineer who builds a bridge, the statesman who draws governmental treaties, the physician who performs the intricate operation, the scientist who discovers a new way to combat disease, the electrician who perfects new labor-saving devices for the home. We may stand in awe before the grandeur of the cathedral, marvel at the speed of airships, and the miracle of the radio, wonder at the poem or book and all the other things which the genius of man is developing. But who can find words adequate to express admiration for and appreciation of the work of the teacher who works not with material but with humanity, whose achievements are recorded not in grades on the register, nor in books, statutes, documents, inventions, but in the lives of their pupils?

It is the painstaking and unpretentious work of the teacher that counts. She is the Atlas that carries the burden of the school. Like everything else in the whole scheme of education—when policies have been decided, objectives proposed, curriculums formulated, textbooks written—it still remains for the classroom teacher to breathe into it the breath of life that it may become a living soul pulsating with life. Fine school plants, costly apparatus, highly organized administrative or supervisory technique all depend upon the presence and leadership of the real teacher. Upon her devolves a responsibility second only to parentage. Throughout the ages it has been so.

An unseen and immeasurable influence is builded into the lives of our youth by the living example and loving service of the one whom Henry Van Dyke calls the Unknown Teacher. Like the one whose body lies in stately grandeur in the tomb of the unknown soldier at Washington representing legions of those who died like him that civilization might be preserved, our unknown teacher also represents a countless multitude of those who enrich the lives of those entrusted to their care.

She does her work so quietly that she is often unknown outside her own community. For her there are no headlines of publicity, no functions of honor, no demonstrations of spectacular character. She goes daily to her task of encouraging the timid, quickening the slow, lending a helping hand to the faltering. She causes them to work for mastery of self and the satisfaction of an approving conscience. Every one of us recalls such a teacher of our childhood whose memory comes to us like a benediction.

Who shall be sufficient for these things? The one who is not too scientific to be motherly and not too motherly to be also scientific; who is not too pedagogical to be social and not too social to be pedagogical, the one who has clean hands and a pure heart, who has concrete fineness, and whose soul is afire with a consuming love for all God's little ones. Her tangible work with lesson materials may end with marks entered on report cards, but her intangible work of love continues to bless those whom she has inspired to achieve lives of rich significance.

Heard During Noon Hour

By I. H. DULEBOHN

Superintendent, Ramsay, Michigan

"She's wearin' 'at ol' blue dress an' she aint
Done nothin' all day long but fret an' fuss,
It makes her mad I s'pose cuz it's so tight
She's fraid to stoop for fear 'at sompin'll bus'.
'Nen she lights in an' takes it out on us."

"I wish she'd wear her red dress. Gee, it's swell!
It fits her nice—she's always got a smile
Fer every'body when she's got it on.
I hope that there don't nothin' spile
That dress, an' that it don't go out of style."

"One day last year my teacher come to school
With bran' new shoes on, an' they was so tight
They hurt her feet I guess, cuz anyhow
She purt' near wore us out 'fore it come night
She'd give us fits whatever we'd recite."

"When I was fourth grade teacher got a tear
In the side of her stocking where it showed.
Gee, she got crabby when she saw it there,
She tried to hide it walking pigeon toed.
At noon she went somewhere an' had it sewed."

"My teacher's got a bunion on her foot,
An' we can allus tell when it gets sore.
We got to toe the mark and do our stuff
An' mind our P's and Q's or there'll be war.
I got it once an' I don't want no more."

"Clothes make the man they say, an' woman too
I guess, least ways there's nothin' riles
A teacher worse'n havin' sompin wrong
About her clothes. Boy, these here woman's styles
Sure make it tough on us poor juveniles."

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Everyteacher

By ANSON W. BELDING

How Do We Take It?

Dear Mr. Belding: Now is the time of times when we teachers should keep our footing, stand up in our boots, and not be overwhelmed with the pessimism that has caught nearly everyone. Our attitude as individuals influences the attitude of our communities. We are in touch with the homes through the sons and daughters. If our morale is low, the children cannot help feeling it, and, in turn, passing it on to their parents, who in many instances have about all the load they can bear up under.

Besides—we know in our hearts—we teachers—that we have a good deal to be thankful for. We have seen our salaries advanced in recent years, and even with the reductions we have so far taken we are getting as much as we ever did, because our dollars go farther. Moreover, very few of us have been laid off. We have not had to worry where the money would come from to pay us—except in the case of communities which are in financial difficulties. Teachers in such places have, of course, real hardship and anxiety. The marvel of it is that so many of them keep up their courage so well. They set an inspiring example to the rest of us.

To have a job and a salary, even if not a very large one, is to be one of Fortune's favorites, these days. Why, then, should we go around with long faces? Well, many of us try not to.

We ought, I think, to do another thing. We ought to do our share of spending. Our combined purchasing power is an important factor in the nation's business. We can if we choose do something toward bringing business back. And, in the last analysis, business pays the bills and supports us in our positions of service.

Yours truly,
John D. Thomas.
Virginia.

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A very timely message, Mr. Thomas. Thank you. Teachers are apt to underestimate their influence upon community thought and action. Yet no other group is more powerful for good or ill, for joy or gloom, for aiding or retarding mental growth, than the teaching group.

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Hundred Percenters

MOST of the textbooks on teaching leave the novice discouraged. How can he, fully aware of limitations, expect to qualify in a profession composed of such paragons?

A moment's reflection upon the teachers one has actually met will dispel the illusion that many of them are paragons or that any of them are all that is set down for them in books.

Teachers are merely human beings, with strong points and weak points intermingled. To render the highest services of which they are capable, they will cultivate their best and most useful qualities, try to overcome their faults, but not expect to remake themselves to a prescribed pattern. They will not be able to teach by a fixed plan, either.

What would be so unendurable as a school in which all teachers taught alike, or in which all had the same traits of personality?

One teacher will excel in drilling, another in stimulating effort, another in clarifying thought, another in broadening mental horizons, and still another in setting goals of virtuous citizenship. Good teachers will combine many of these or other desirable abilities. As for having all of them, it were a consummation devoutly to be wished, perchance, but one rarely if ever attained in one humble faculty member.

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Stolen Silver

THE other day I heard of a married couple who often vary the monotony of domestic life by dining at hotels. And they make a practice of carrying away some of the table silver on every such occasion. Having become overstocked with tableware thus obtained, they offered some of it to their friends—silver plainly marked with the name of the hotel.

The psychology of that married couple needs looking into.

They justified the theft of silver by pointing to the exorbitant prices charged by the hotels for meals. They figured that the hotel owed them a rebate; so they collected it in the form of knives, forks and spoons.

The line of reasoning here illustrated is all too common in America today.

You know the story of the woman who complained how hard it is nowadays to find a maid who is honest. "The last maid I had," said she, "deliberately walked off with my Pullman towels."

Modern teaching can ill afford to neglect this problem of unsocial behavior.

Somehow it must be impressed upon our young people that correct social conduct in peace times is as much a patriotic duty as taking up arms for one's country in time of war.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Summing It Up

PART TWO

IN THE last issue of the Workshop Conference we dealt with Wrong Methods in Character Training. After ruling out definite systems, prolonged club activities, artificial means of developing interest, any syllabus attempts, any academic study of traits, any method that involves the systematic study of delinquency, we perhaps left the Workshop Conference with a wonder in its mind as to just what reasonable attack could be left.

An examination of any particular unit in the foregoing list of wrong methods will demonstrate that the attack is along stereotyped intellectual lines. Any system that implies intellectual development of its component parts fails to recognize the essential fact that childhood cannot be standardized. Therefore, any attempt to create a system of character training along a line that strives for a uniform result by uniform means is foredoomed to failure. In this conference I wish to take up with you the ultimate sources of all character growth and try to show you that in these sources, and in these sources alone, is there positive hope for a definite uplift in the mature life we develop out of the plastic childhood material with which we deal.

In the first place, of course, I fall back upon the thesis that character is independent of intellect, that the poor but honest man is of a higher type than the intellectual scoundrel. In seeking for the reasons why one man is honest and the other is not, we must sound very deeply into nature itself, and come ultimately to an appreciation of the value of truth and beauty as the mainsprings of uprightness. Since all appreciation is a matter of feeling, even when it takes the form of intellectual appreciation, we find ourselves face to face with the emotional nature. Let us pause here for a second to see just what this implies and just what its reaction will be on classroom procedure. When the teacher enters her classroom in the full understanding that she is entering into the presence of highly plastic organisms in whom the emotional values are of far more determining influence than the intellectual, she will be taking up her work with a fair prospect of proceeding along correct character-training lines. This, then, is the first necessary requirement in any character training development scheme, — the changed attitude of the teacher due to the change in her emphasis. The teacher who has come to this point will no longer look upon the academic side of her work as important as the cultural side. She will study her acts, her voice, her preparations, the way she receives her children, her partnership with them, as a vital part of a great emotional moulding process in which she has the inestimable privilege of taking part. As soon as this attitude has been attained no supervisor need worry about the academic progress that will result. It will be superior to anything hitherto shown.

However, the changed attitude is not enough in itself to complete the character training scheme. There is a technique dealing with the creation of emotional balance that is as necessary and as difficult to master as the technique in any other approach. It is one thing to recognize, for instance, that John's failure in arithmetic is not a real arithmetic failure but rather an under-development of certain fundamental emotional attitudes such as desire for accuracy, carefulness, appreciation of completeness, etc., and quite another thing to be able to apply a procedure which will awaken desires which will lead to necessary interest. It is at this point that the teacher needs definite, helpful guidance and it is at this point that the flow of properly arranged and integrated character training material should begin. There can be no question in any one's mind but what an intelligent body of specialists, working under guidance for a definite purpose and amply supplied with time, equipment and means, can do a more effective piece of work than thousands of individuals lacking all things that the specialists have in abundance. This being true in every other field of human endeavor, it is true also in this new and difficult character training field. The implication is direct. Progress in character training depends, in any given system, on the new emphasis on the teacher's part, founded on the new appreciation of the vitality of her job plus consistent and definite efforts on the part of administrative officers to supply her with every implement that the successful completion of her tasks requires.

It has been stated that any attempt to systematize character training would fail. This is due to the fact that teachers vary so widely in their acceptance of the new responsibility, and children vary so widely in their reception of the teacher's efforts, that any graded plan involving definite progressive steps will inevitably create an atmosphere of incompleteness and disappointment. The

first requisite of all good character training must be the freedom of the teacher to work to the limits of her appreciation of her classroom needs along lines that interest her, with the steady support of school and community underwriting her efforts in every way.

I think that from what has been said in the foregoing you will see that a character training plan that develops a new attitude in the teacher and then supplies her with the materials necessary to make her new attitude effective, that does not throw her into competition with other teachers, and does not bind her to a rigid goal, will have far more chance of being successful since all character training work proceeds along lines of desire. Suggestion affecting both teacher and pupil is the paramount propelling force. Teachers have a right to expect inspiration from their administrative officers, just as children have a right to expect inspiration from the teachers, themselves.

The next Workshop Conference will deal with this same phase of work with a more specific application to classroom procedure.

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is issued every month and consists of about eighty illustrated pages in which Mr. Egan's idea of Character Training work is laid out for the teacher day by day with a wealth of stories, plays, projects, activities, etc., to vitalize it. One month's service will be sent on receipt of fifty cents in stamps.

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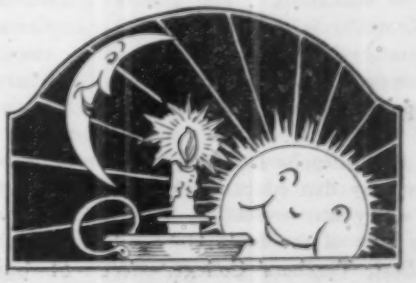

BOOK TABLE

NEW BUSINESS ENGLISH. By George Burton Hotchkiss, New York University, and Celia Anne Drew, High School of Commerce, City of New York. Cloth. 394 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Business in the world crisis requires more scientific knowledge of what to sell, and higher art in the skill of selling than has been required at any other time in America's three centuries.

Professor Hotchkiss and Dr. Celia Anne Drew, both of New York City, have met the new demand most efficiently so far as the use of Business English is concerned. These specialists realize that what a salesman says when he meets a prospective buyer, and the way he says it, is of the utmost importance in the approach to the sale.

Other salesmen have already approached this prospective buyer and other salesmen will approach him, and this salesman needs to make a better impression in his approach than any other salesman will make. Use of Business English in the first sentence may win or lose a sale.

Any sale that is made by correspondence is even more dependent upon the artistic use of Business English than in personal approach to a prospective buyer.

Professor Hotchkiss and Miss Drew demonstrate the widest range of appreciation of the requirements of winning appreciative attention before introducing information about their goods and prices.

Business English must be "New" Business English to be effective in selling in this world crisis.

AN INTRODUCTION TO EDUCATION AND THE TEACHING PROCESS. By Jesse E. Adams and William S. Taylor, both of the University of Kentucky. Cloth. 668 pages. New York City: The Macmillan Company.

This is a highly inspirational presentation of education. The University of Kentucky is especially interesting as a study of education. It has the thrill of appreciation of teaching as a great opportunity and noble responsibility.

It will be a surprise to some readers to have us say that education in Kentucky is every way ennobling. This is especially true of the State University and the State Teachers' College. We have known the educational institutions of Kentucky for more than forty years, and there has always been something wholesome in the teaching atmosphere of the schools.

There is no spirit of uncertainty about the importance of what one reads. Nothing leads to a desire to wait and see what some one else will say about it.

There is no suggestion that the authors are trying to put something over on the reader. There is no air of salesmanship.

One feels that the writers know just what the reader wishes to know and talk with the reader helpfully.

If any student of this book is disappointed with it, we would appreciate his writing and saying frankly that we have misled him.

We believe in this book unreservedly.

ORGANIZATION AND ADMINISTRATION OF SECONDARY SCHOOLS. By Harl R. Douglass, University of Minnesota. Cloth. 579 pages. Boston, New York, Chicago, Columbus, Atlanta, San Francisco: Ginn and Company.

Professor Douglass presents an unusually complete and thorough exposition of modern methods of meeting the problems of secondary-school organization and administration. Each major task of the administrator is analyzed in detail. He covers all the conventional topics and, in addition, the more recent developments that have made administration so complex. The administrative aspects of instruction are carefully treated. The principal's relation to the community is discussed in a way which indicates a full appreciation of the local problems.

This is as elaborate, reliable and interesting a study of secondary schools as has been published.

STORIES ABOUT GEORGE WASHINGTON. By Frances Jenkins Olcott, with a collection of Famous Poems. Riverside Literature Series, Number 282. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

There is not likely to be any publication for universal use in the celebration of the Washington year in school or anywhere with more or better material than in the two hundred and eighty-second issue of the Riverside Literature Series of the Riverside Press of Cambridge, Massachusetts.

There are twenty-five articles ready for use without any hesitancy or modification, and there are several famous poems, each of which should be read by every lover of America.

WEEDON'S MODERN ENCYCLOPEDIA. Volume I. Cleveland and Toronto: Published by The S. L. Weedon Company.

This is something entirely new in encyclopedia creation. It is modern in the fullest, largest, latest sense. It is educational in every phase and feature.

Garry Cleveland Myers, of Cleveland, one of the leading writers of the Journal of Education, is the editor-in-chief of the "Weedon Modern Encyclopedia," and he is at his best in every way, scholastically, scientifically and artistically.

He has created an encyclopedia for boys and girls, at home and school, at work and play. It meets all of their needs in childhood and youth, and will meet their needs in business and pleasure as long as they live.

Every fact is up to date, every expression has the modern spirit. One striking feature of the book from first to last is the scientific skill with which it uses everything of classic significance for 6,000 years, but estimates and measures everything by its present-day value. The illustrations are illuminating, appealing to those for whom the article is written.

Boy Scouts and Camp Fire Girls are distinctly in mind in the writing and illustrating of articles.

The publishers have put a mint of money into the making of this encyclopedia for today and tomorrow, and for only the things of yesterday that are valuable today and tomorrow.

Books Received

"Projects in Business Science." Part III. By Lloyd L. Jones and James L. Holtsclaw. Chicago: Gregg Publishing Company.

"The Austrian Educational Institutes." By Beryl Parker. New York: New York University Book Shop.

"The Reading Attributes of College Students." By Alvin C. Enrich. University of Minnesota Press.

"50 Alphabets." By the Hunt Brothers. Milwaukee, Wisconsin: Bruce Publishing Company.

"American Indian Dance Steps." By B. Evans and M. G. Evans. New York: A. S. Barnes & Company.

"In the Days of Young Washington." By Nancy Byrd Turner. Boston: Houghton Mifflin Company.

"Directed High School History Study." Book I. By Magenis and Gilmore. Yonkers, New York: World Book Company.

"Simplified Home Geography Activities Book." By Stull and Raisz. Chicago, Illinois: A. J. Nystrom & Company.

"Unit Mastery Arithmetic," Primary, Intermediate and Advanced. By Stone and Mills. Chicago, Boston: Benj. H. Sanborn & Co.

"How to Know Textiles." By Small. —"General Mechanical Drawing for Beginners." By Woellner and Wittick. Boston: Ginn and Company.

"Modern Psychologies and Education." By Ragsdale. New York: The Macmillan Company.

The News Digest

Missouri Brings School Plans Up To Higher Plane

ST. LOUIS, Mo.—A program of school revision that is calculated to elevate Missouri from twenty-ninth in the list of states so far as education is concerned to high rank among the leaders of the nation has been started under the direction of State Superintendent of Schools Charles A. Lee, acting in accordance with a bill passed by the last session of the General Assembly, which adopted what is regarded as the most forward bit of school legislation in the past thirty years.

The general purpose of the measure is to provide better schools through consolidation of districts, providing transportation for pupils, equalizing taxes so that more money will be available for teachers and upkeep at less expense to the general taxpayers, and making it possible for all children who really desire it to obtain a high school education.

To understand the necessity for such a change, as well as to explain why Missouri remained in the backward class for many years, one must realize that the state is essentially rural, and that a large portion of its area lies in the Ozark region, where distances are great and the population sparse.

There are more than 8,000 school districts in the state. The statutes provide that a sixty-five cent levy is the limit for school purposes. In many districts, due to low population, the limit has been voted for years, and has been insufficient to provide schools for more than a few months each year. The new program guarantees to every elementary school in the state at least an eight-months' term.

Seven Thousand New Schools in Spain

MADRID.—Fernando de los Rios, Minister of Education, told the National Assembly that Spain's educational system had been greatly modernized and expanded under the republic. He said 7,000 schools have been built since the establishment of the republic last April, as compared to the monarchy's average of 500 annually. He eulogized universities of the United States. Alumni associations, like that of Yale, he said, greatly furthered the progress of higher education.

NORMAL SCHOOL WORK CRITICIZED

Dean Gildersleeve, of Barnard, Cites Over-Emphasis on Technique in Teacher Training

NEW YORK. — "Should not teachers be educated persons?" asks Virginia C. Gildersleeve, dean of Barnard College. "A radical suggestion," she admits, "and yet there is something to be said for it. At the present time, however, the drift seems to be rather away from this ideal for teachers. So it appears to me, at least, as I glance at normal schools, teachers' colleges, state requirements for licenses to teach in high schools, and even sometimes when my gaze wanders over colleges and universities."

Dean Gilversleeve points out that there is a dangerous tendency on the part of state boards of education to change the requirements for licenses or certificates to teach in high schools by requiring more and more technical professional training, such as educational psychology, principles of secondary education, methods of teaching a special subject in high schools, observation of teaching, practice teaching—and this at the expense of the teacher's general education and knowledge of her special subject.

"Though the candidate for such a license must, as a rule, have a bachelor's degree from an approved college," she declares, "this requirement does not protect her general education, because in nearly all states these technical 'method courses' and practice-teaching are allowed to count as part of the supposedly cultural college course. Indeed, by the pressure of circumstances they are practically forced into the general college course by this state legislation, which thus forces out of it a large part of its most valuable educational content and possibilities.

"Some educational experts, of course, say that this does not matter. Never mind whether the prospective teacher of French knows much about French and France! If she is thoroughly equipped with methods of teaching all will be well! To those of us concerned with the liberal arts colleges, however, this seems a sure route to educational disaster."

"More than any other profession," Dean Gilversleeve asserts, "teachers need to be educated persons, for they mold the citizens of the nation. If for fifty years we could have in this country a complete staff of teachers who were ideally educated human beings, imagine what a moral and intellectual transformation would come over the land, and in what a Utopia our posterity would live!"

Kentucky Schools Face Short Terms As Revenues Drop

LOUISVILLE, Ky.—Shrinkage in receipts from the ad valorem taxes on real estate and farm lands, stores and factories is threatening the educational system of Kentucky.

Kentucky has 120 counties. About eight of these contribute heavily to the public school expenses of the others, while some twelve others are self-sustaining. The remaining 100 counties depend for a full term of school upon their share of the per capita division of the state school fund, and upon the equalization or revolving fund devised by the Legislature several years ago to help the poorer counties.

The state aid for schools has been yielding about $9 or $10 for each child of school age, paid annually to each county in the enumeration of its children of that age. Owing to the materially depleted state's income the per capita, it is estimated, will not amount to more than $7 for the next biennial period.

Some educators now fear that the school terms in the poorer counties will have to be reduced to five or six months and that the teachers may expect even smaller pay than they have received.

Brazil Abandons Spelling Reform

RIO DE JANEIRO. — Following several months of ludicrous experiences with reformed spelling of the Portuguese language, the Brazilian government, together with a group of native newspapers, has abandoned the experiment as impractical. The Brazilian Academy of Letters, however, continues to advocate the reformed spelling system as outlined by the Academy of Science of Portugal.

OLD STUDENT "CRIB"

Used 300 Years Ago in China to Pass Examinations

CHICAGO. — How improper methods were used to pass civil service examinations in China several hundred years ago is revealed by an examination "crib" or "pony" from that country, dating back to the seventeenth century, which has been presented to Field Museum of Natural History by Edward Barrett, of New York. This crib is similar to the devices often used in place of brains or memories by lazy students in America and Europe to get through tests at schools and colleges.

It is in the form of a yellow silk handkerchief containing 24,365 finely written characters in 443 lines, copied from the work of Mong-tse, most gifted of Confuscius disciples and a pioneer of statecraft whose writings were frequently the subject for an examination.

The crib has been identified by Dr. Berthold Laufer, curator of anthropology and eminent Orientalist, as belonging to the Kang-hi period, about 1662-4722. The copying of the intricate texts upon this handkerchief must have been a tedious task requiring several months. In accepting the crib for addition to the Chinese section of the museum's anthropological collections, Dr. Laufer recalled some interesting facts about civil service examinations in China.

"Fraud was severely punished," said Dr. Laufer, "and he who was caught risked dismissal and the loss of all titles and degrees previously acquired. Nevertheless, as evidenced by the silk handkerchief crib and by miniature editions of the Chinese classics printed in diamond point, considerable fraud apparently must have been engineered."

Grammar Is Issued By French Academy

PARIS. — The French Academy finally fulfilled one of the objects for which it was created in 1634 when it published recently a grammar as a companion piece to the famous Academy dictionary. "Grammar is the art of speaking and writing correctly" is the definition contained in this modest volume of 254 pages, which admits it cannot aspire to pronounce definitely on what is correct French. "We can only record present usages," say the authors. The new volume is principally the work of M. Abel-Hermant, assisted by Paul Valery and Joseph Bedier, two other members of the grammar committee. It had been under diseussion and revision by all members of the Academy for more than two years.

School Enters 4th Year On Sun-Lamp Sessions

ITHACA, N. Y.—The advantages, whatever they be, of artificial sunshine through the dark days of winter are the privilege of half the children in the Cornell Nursery School. Irradiated by ultra-violet lights, the afternoon groups of three-year-olds at this little school within Cornell University pass about half their school time indoors in the simulated light of a fine July day. Morning pupils play out-of-doors. For three years the nursery school has been carrying out this experiment in the hope that ultra-violet light may prove a substitute for the missing sunlight during a Northern winter. Theoretically, this constant exposure to the ultra-violet lamps would give freedom from colds, stimulate appetites, cause gains in weight and strength and ward off anemia. Definite conclusions as to the success of the experiment are expected within another year, according to Dr. Helen Bull, who is in charge of the treatment.

Universities to Weigh Their Social Obligations

NEW YORK. — Chancellor Elmer Ellsworth Brown, of New York University, announces that a conference of universities on their obligations to society will be held here November 15, 16 and 17. Six hundred universities and associated institutions have been invited to send representatives. The invitations said: "A part of the world is charging the universities with responsibility for the present situation. It is said that a new development of the social sciences is needed, comparable with that of the physical sciences, and capable of assuring a new balance of the physical and the spiritual in human affairs. A discussion of this problem at New York University has been followed by consultation with representatives of other institutions. It has been agreed on all hands that a conference of universities might clarify the views and purposes of higher education and point the ways in which they may more fruitfully serve the coming age."

Hisses and Grunts Pass For a Language

SYDNEY, Australia.—A phonographic record of an original tribe that speaks mostly in hisses and grunts is the object of an expedition into Cape York peninsula in the far north of Australia, led by Donald Thomson, a scientist.

The tribe's language is unlike that of other natives, and cannot be expressed by any letters known to man.

MANY COURSES NOW ON LATIN AMERICA

WASHINGTON. — The life, history, literature, trade conditions, politics, geography, geology and archaeology of Latin America are the subject of 434 courses dealing with Latin America, which are being offered at 209 American colleges and universities. This proof of the increasing interest in the countries south of the United States is found in a list recently issued by the Division of Intellectual Co-operation of the Pan-American Union.

Before 1895 there was no institution of higher learning in the United States where Latin-American life and institutions were considered sufficiently important to devote courses to their discussion. Only five universities were, in 1915, making an effort to acquaint their students with the twenty nations that share the American continent with the United States and Canada.

The situation changed completely as the Latin-American countries were brought into the limelight as a result of the great war. In 1926 there were 175 colleges and universities offering courses varying in scope from simple bird's-eye views over the whole field of Latin America to seminars in problems of special interest to advanced students.

College Autos Ordered Sold

ATLANTA, Ga.—Officials of the State-owned colleges in Georgia will ride in their own automobiles after July 1. As a measure of economy the Board of Regents of the University of Georgia and its branches, including twenty-five schools and colleges and two experiment stations, has ordered the sale of fifty-seven automobiles now owned by the State, and prohibited exchange or purchase of new cars. The officials of the colleges and experiment stations, however, will receive a mileage allowance to be fixed by the finance committee. Those who desire to purchase the cars they now operate will be permitted to do so.

Funds Provided for More Mexican Schools

MEXICO CITY. — The National University has received from the Ministry of Finance a windfall of 1,000,000 pesos (about $330,000 at present rates) for the construction and equipment of primary schools in the Federal District. About thirty schools will be erected with the money, it is estimated. Most of them will be built in this city of more than a million inhabitants, but some will be placed outside the city, in communities which make financial contributions.

Lack Room for High School Students

BOSTON.—Lack of legislative permission to bond high-school construction and an unprecedented increase in the estimated high school population will force thousands of high school students into portable school buildings next fall, it was announced by Chairman William A. Reilly at a recent meeting of the Boston School Committee. According to an estimate prepared by Superintendent Patrick T. Campbell there will be 9,070 new high school students this fall, said Chairman Reilly. This total will be reduced by 5,000, the number of students who will be graduated, leaving a net increase of 4,070. Present crowded high schools will not be able to accommodate the increase, and portables will be needed, he said.

Columbia Students Admit Cribbing

NEW YORK.—Forty-one per cent of the 391 Columbia University students who answered a questionnaire circulated by the campus newspaper, admitted frankly that they "crib" on examinations, tabulations disclosed. Only 3 per cent. confessed to doing it "habitually," but 38 per cent. do "occasionally." All replies were signed "as evidence of good faith," on promise the names would be held confidential. Fifty-nine per cent. said they did not cheat. Seventy-five per cent. said they would be willing to pay someone else to write theses and essays for them.

LECTURES REPLACED BY STUDENT CIRCLES

SAN JUAN, P. R.—An experiment in higher education, which, if successful, will change not only the policy of instruction of the University of Porto Rico, but will ultimately reform the architectural design of the institution, has been proposed by Chancelor Carlos E. Chardon, and accepted by the board of trustees. The plan provides for the substitution of student circles for the conventional lecture courses in advanced subjects. The circulos estudiantiles will consist of groups of from ten to fifteen undergraduates who are interested in special problems of research and investigation, and who believe that a greater freedom of initiative than is permitted in formal classroom teaching will enable them to obtain better results.

The circle plan will begin operation next fall in three university departments. Latin-American relations and problems, Spanish literary problems, and the social and economic problems of Porto Rico are the subjects selected.

"Hot Thinking" Urged for Pupils

NEW YORK. — Cultural thought, not scientific thought, should furnish the basis for education, according to Dr. Charles A. Tonsor, principal of Grover Cleveland High School, who spoke at the quarterly meeting of the High School Teachers' Association. He described scientific thinking as "cold thinking," and cultural thinking as "hot thinking." The former, he said, attached little importance to human values in seeking its end, whereas the latter derived its life blood from a regard for human values. The system of teaching scientific subjects in high school, in which the student gazes into a microscope and then copies in his notebook a formula or observation drawn by the teacher on the board, was bitterly attacked by Dr. Tonsor. "You will never see any Latin teacher write a translation on the board and tell the children to copy it and then go home and learn it," he said.

Declares Arithmetic Mostly "Dead Wood"

WASHINGTON. — Eighty-five per cent. of the arithmetical instruction to school pupils should be eliminated, in the opinion of Dr. Robert K. Speer of New York University. He regards most of it as "dead wood." In a radio speech from here Dr. Speer said: "Who cares if children are not proficient in complex fractions, arithmetical ratios, foreign exchange, arithmetical and geometrical progression, involution, square and cubic root? The fact of the matter is that a lot of the school curriculum, including arithmetic, is dead wood. If we teach all the children the arithmetic necessary in the following activities—buying at a store, making change, reading, writing letters and traveling—we will have covered a large percentage of their total use of arithmetic."

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FAMILY RELATIONSHIPS

Urged as Topic in High School to Safeguard Homes

MINNEAPOLIS, Minn.—Introduction of a high school course in family relationships for both boys and girls was advocated by William John Cooper, United States Commissioner of Education, at the homemaking conference conducted in connection with the National Congress of Parents and Teachers.

He proposed a course of study which would include material from the fields of sociology, mental and social hygiene, economics and similar activities which have a bearing on home life.

"Home economics and sociology courses touch on family relations, but they do not get to the heart of many of the problems which are faced by young married people," Mr. Cooper said.

"With divorces running marriage a too close second as an institution of married life, education should take a specific step to give young people the preparation which will help them over the obstacles which break up so many homes.

"The course of study I propose would be for boys as much as girls. I would advise such instruction in the high school curriculum because about 50 per cent. of our young people go through high school, while only about 10 per cent. attend college.

"Holding the home together during this machine age is a real challenge to education."

Trouble From Chile's "Trouble Volcano"

SANTIAGO, Chile.—After delays caused by demands of the students that the matriculation fees be reduced the University of Chile, known in political circles as the "trouble volcano," has at last opened. The authorities anticipate a continuance of the students' public manifestations, due to the organization of the Leftists into a new strong body which is capable of causing not only internal trouble in the colleges but political trouble as well.

Special Training For Gifted Students

PHILADELPHIA.—Convinced that the present-day teacher is inadequately fitted for his task, Temple University, in a unique educational experiment, plans to provide the schools of the future with teachers with vision, culture, personality and other qualities necessary to more capably guide the youth of today. The plan, as announced by Dr. Charles E. Beury, president of Temple University, is described as a "radical departure from the older standards of teaching, and conforms to the new, progressive philosophy of education." Temple University plans to put into operation an experimental curriculum for a selected group of forty students. Sponsors of the plan believe that the teachers of tomorrow should have a thorough knowledge of the problems of the day and an active appreciation of the cultural elements of their environment, in order to better guide the formation of the adolescent mind. In other words Temple University will attempt to modify and readjust its teacher-preparation program to help the cause of teaching in a changing world. The plan is in accord with the findings of the Carnegie Foundation that there is need for the reorganization of our educational system and the necessity of creating special programs for gifted adolescents.

Vienna to Have Library For American Students

VIENNA. — The Austro-American Institute of Education, with offices here, is planning to establish an extensive library of English books, especially of those dealing with America, for the use of Americans studying in Vienna, and of Viennese students who may be interested in the history, literature and other phases of life in the United States. A small room with about 700 donated volumes already forms the nucleus of this library. Miss Amalie M. Mayer, assistant director of the institute, said about 100 of the books had been presented by the Carnegie Endowment for International Peace, which is the principal supporter of the organization's work.

Fewer Children Under 5 Years Old

WASHINGTON.—Because of a decrease in the number of children in the United States under five years of age there will be a depreciable decrease in first-grade enrollments within the next ten years, the Federal Office of Education points out, unless the trend, as indicated by census records, stops. In 1930 there were 128,840 fewer children under five years of age in the United States than there were in 1920.

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Gold Medal
For Teacher of Blind

NEW YORK.—Edward E. Allen, director emeritus of Perkins Institution, Watertown, Mass., was recently awarded the gold medal of the National Institute of Social Sciences "in recognition of his years of social service in organizing and promoting the education of the blind through the Pennsylvania Institute at Overbrook, the Perkins Institution at Watertown, Mass., the Harvard courses for teachers of the blind, through numerous publications and addresses, and in many other ways." Mr. Allen is scion of the Allen School of West Newton, Mass. He was educated partly there, partly in Switzerland, and received his A.B. from Harvard in 1884. He began his career with five years of classroom experience, then was seventeen years principal of the Pennsylvania Institution for the Blind, and lastly twenty-four years director of Perkins Institution. He held America for the acceptance of Braille as against New York point; he introduced the school placements of graduates, a field officer to bring children into the school—later started in Boston the first sight-saving class in the public schools of America, and lastly a course for the training of teachers of the blind, whose students receive credit from Harvard University.

EQUIPMENT NOTES

MOULAGE PROCESS

For a long time the necessity for a better way of making exact reproductions from the living or dead body, or from inanimate objects, constituted a real handicap in scientific, artistic, and industrial fields. An improved process which has been successfully developed in Europe has been made available in this country by the Kern Company, 136 Liberty Street, New York City.

Dr. Poller's Moulage Process makes

use of the negative material, Negocoll, and the positive material, Hominit, as well as several accessory materials. The process is simple, quick, easy and clean. The same supply of Negocoll may be used repeatedly.

Not only is the Poller Process of value in the fields mentioned, but it affords a fascinating pastime in the making of portrait busts from the living model.

• •

Tinted Tables for Tiny Tots

Wishing a name more clearly descriptive of its field, Steel Furniture Company, of Grand Rapids, has become The Irwin Seating Company. There is no change of ownership, management or policies of this long-established, progressive company.

An interesting item in the new catalogue just issued by The Irwin Seating Company is the showing of kindergarten chairs and tables in pastel shades—a wonderful aid in rendering a classroom delightful to little folks.

The Irwin catalogue presents a wide assortment of beautifully and scientifically designed furniture for every schoolroom use. Any executive concerned with the selection of school seating will be supplied with a copy upon request to The Irwin Seating Company, Grand Rapids, Michigan.

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Triple Radio Apparatus

A three-in-one radio cabinet for schools is put out by Educator Broadcast Equipment Company, Inc., of 605 Broad Street, Newark, N. J., under the name, "The Educator." There are single and double-channel models adapted to schools of varying sizes, up to a limit of 120 rooms. Radio, phonograph and microphone are united in a single central control instrument. The makers claim perfect tonal quality and low cost, and state that the two-channel "Educator" will send two distinct programs to two groups of classrooms at the same time, as may be selected by the operator.

Grins Between Grinds

And What Did Marge Say?

Bob, age 10, and Marjorie, age 12, stand high in the art of quarreling. Seeking all knowledge possible to help curb this the children's parents went to hear a psychology lecture recently given by Dr. ——.

Mr. and Mrs. G. returned from the lecture with many new ideas on the subject. These they poured out to the children next morning at breakfast.

"You should profit by what he says," said Mrs. G., "for he knows a lot. That is his business."

Bob listened intently. His face grew serious, his eyes big.

"Well," he finally replied, "Dr. —— may know an awful lot, but there's one thing sure, he don't know Marge."

• •

Traveling God's Way

"Just fancy, grandma," said the girl, "I had my second flying lesson today, and it won't be long before I'll be able to take you to the country in my airplane."

"You won't do anything of the kind," said her grandmother, grimly. "When I want to go to the country I'll go by train, as Providence intended us to."

• •

A Little Knowledge

The principal of a Middle Western high school prided himself on keeping up with feminine fashions, but at the same time he had positive ideas about what his teachers should wear. He asked the young women teachers to remain one evening, and addressed them as follows:—

"I want to suggest that none of you appear in school wearing teddies. My observation shows that teddies are not becoming to some of you, and I am convinced that the teddy lacks the dignity school teachers must maintain."

He marched home and told his wife what he had said. She spent the evening telephoning this message to the teachers:—

"He didn't mean teddies; he meant middies."

• •

A Practical Definition

A teacher asked a little boy to spell the word "responsibility," which he did.

"Now, Tommy," said the teacher, "can you give me the meaning of that big word?"

"Yes, mum," said Tommy, "if I had only two buttons on my trousers and one came off all the responsibility would hang on the other."